

English

We will start the term writing a character description on a monster we will be designing. We are also reading the texts 'The Pirate Cruncher,' and 'Clean Up.' Writing Focus:

- Descriptions
 - Information texts
- Grammar Focus:
- Commas in lists
 - Possessive Apostrophes
 - Adverbs
 - Subordinate clauses
 - Expanded noun phrases



Art - Colours of Africa

We will be an artist and try to look at the world in different ways. We are going to explore how we can make art inspired by the sounds we hear.

Computing

We are learning about online relationships and how to communicate safely. We will listen to a variety of pieces of music and consider how music can make us think and feel. We will compare creating music digitally and non-digitally. We will look at patterns and purposefully create music.

Values & PHSE

We will focus on the values of Responsibility and Thoughtfulness. Jigsaw - Relationships. We will focus on the importance of family, friendship, trust and kindness.



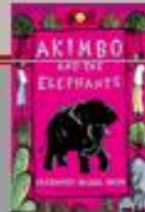
Year 2/3 Summer Term 2025



Amazing Africa

Geography - Where in the world is Africa?

We will be using atlases to locate where we are in the world and where Africa is. We will learn the difference between countries and continents. We will also be looking at features of Africa and comparing them to the UK. We will then look at African animals & their habitats. See Knowledge Organiser for Geography



Maths

This term, we will continue looking at money and then we will focus on statistics and understanding pictograms and block diagrams. We will look at measuring in litres and millilitres and reading scales. Each week we will keep practising arithmetic and revising previously learnt topics. See Knowledge Organiser for Maths



Reading

We expect children to read at least 4 times a week. This term, we will continue to use our reading buddies and rainbow reading to encourage reading at home.

Science - Plants

This term, we will observe and describe how seeds and bulbs grow into mature plants. We will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. See Knowledge Organiser for Science.

Knowledge Organiser – Amazing Africa

Continents and Oceans



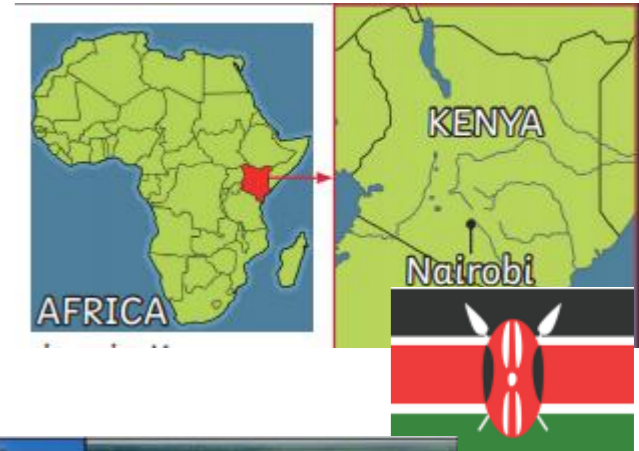
- Africa is the second largest continent in the world. There are 7 continents in the world.
- There are 54 countries in Africa.
- Africa is the hottest continent in the world.
- There are over 1500 different languages spoken in Africa.
- Africa has the world's largest desert – the Sahara.

Weather and Climate

Kenya lies on the equator.	Climate is hot, sunny and dry for most of the year.
Hot, dry deserts in the north.	Hot and humid in the west.
The highlands are cool.	Mount Kenya is high enough to be covered in snow all year round.

Where is Kenya?

- Located in east Africa.
- Population of around 44 million.
- The capital city is Nairobi.
- Mombasa, situated on the coast, is one of Kenya's largest cities.
- The Tana river is the longest river in Kenya.
- Mount Kenya is the highest mountain (5200m).
- Kenya's coastline is on the Indian Ocean.
- Swahili and English are the official languages.



Maasai Tribe

Maasai people traditionally live in mud huts made from mud, sticks, grass and cow dung. Many Maasai are farmers and own large herds of cows, goats and sheep. The Maasai people love music and dance. They often sing and the men perform a special jumping dance.



Traditional mud hut.



Maasai Tribe.

The Big Five – the largest and most dangerous African animals



Cape Buffalo



African Leopard



White/Black Rhinoceros

National Parks and Reserves

- There are over 50 **national parks** and **game reserves**.
- They include different types of wildlife and **habitats**, including wetlands, grasslands, forest and **savannah**.
- The Maasai Mara National Reserve is one of the most popular reserves for **tourists** to visit.
- Millions of **tourists** visit the famous reserve to go on safari, explore the landscape and to see the amazing wildlife, including the 'Big Five'.
- Each year visitors come to watch the huge **migration** of wildebeest.
- Some animals in Kenya are **endangered** and are protected within the parks and reserves.

School Life in Kenya

- Most children in Kenya go to school, but not all of them.
- Some children, especially in **rural** areas, are too busy helping their families by working on the farm, cooking or fetching water.
- At school, some children may be different ages but in the same year group.

Key Vocabulary

endangered	A species of animal or plant that is at risk of becoming extinct (no longer existing).
game reserve	A protected area of land where humans are allowed to live and carry out some different activities.
habitat	The natural home of a plant or animal.
migration	When animals move from one area to another, often to find food, water or shelter.
national park	A protected area of land where only tourism and research is allowed. No humans live there.
rural	Areas away from towns or cities, also known as the countryside.
savannah	Tropical grasslands with shrubs and trees but not much rainfall.
tourists	People who travel for fun.

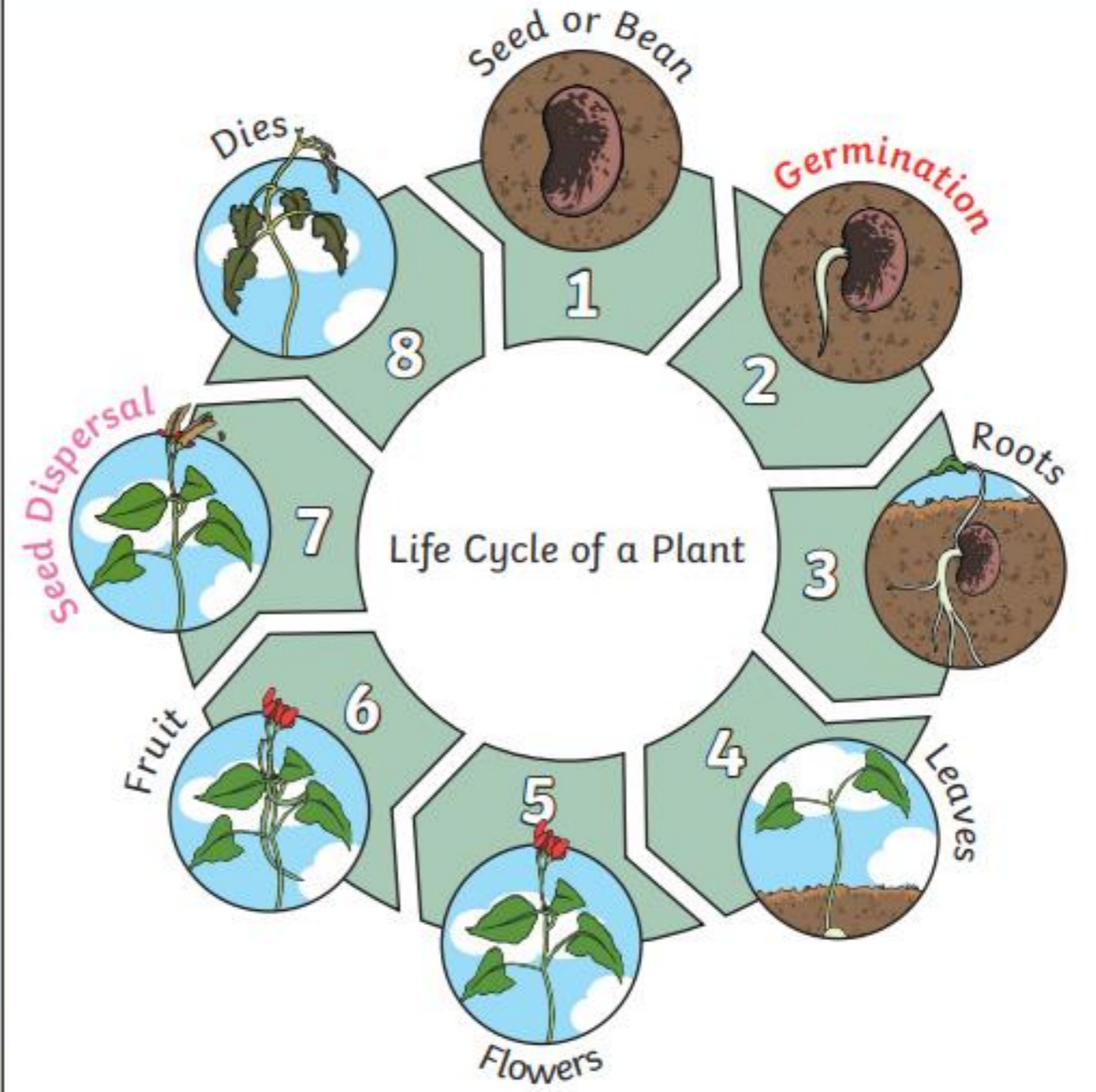
Plants

Key Vocabulary

germination	When the conditions are right, the seed soaks up water and swells, and the tiny new plant bursts out of its shell. This is called germination .
shoot	A shoot grows upwards from the seed or plant to find sunlight .
seed dispersal	Seed dispersal is when the seeds move away from the parent plant. They can drop to the ground in the plant's fruit or be moved by the wind or animals.



Key Knowledge



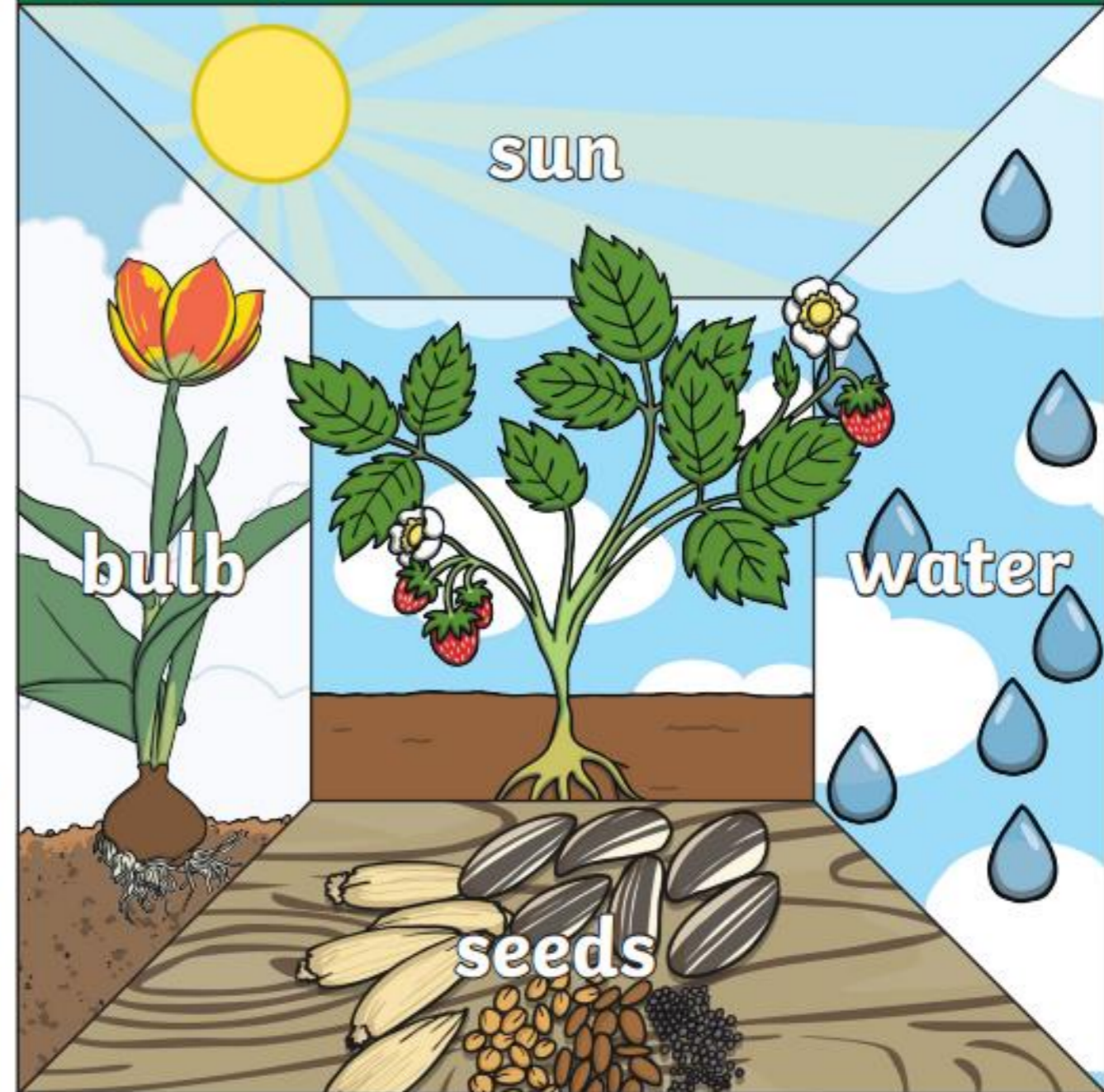
Key Vocabulary

What do plants need to grow well?

sunlight	All plants need light from the sun to grow well. Some plants need lots of sunlight . Some plants only need a little sunlight .
water	All plants need water to grow. Without water , seeds and bulbs will not germinate .
temperature	Temperature is how warm or cold something or somewhere is. Some plants like cooler temperatures and some like warmer temperatures .
nutrition	Food or nourishment. Plants make their own food in their leaves using sunlight .



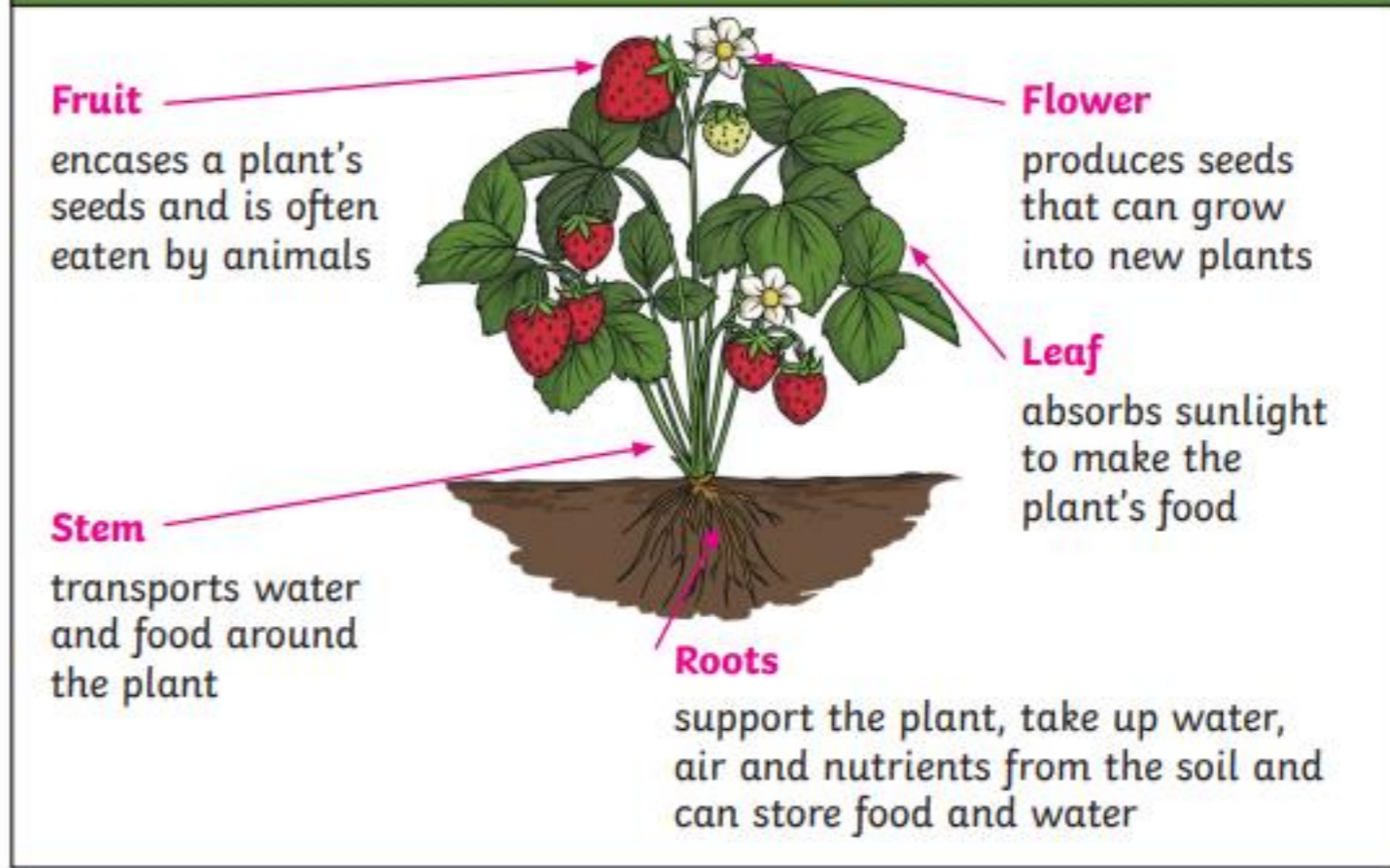
Key Knowledge



Key Vocabulary

fertilisation	Fertilisation is the process whereby part of the pollen combines with an ovule in the flower's ovary, producing a seed that can grow into a new plant.
flower	A flower is the part of a plant that makes seeds , which grow into new plants. Most flowering plants only grow flowers for a short time each year.
germination	Germination is the process by which a seed starts to grow.
leaf	A leaf is the part of a plant that makes food for the plant by absorbing energy from sunlight.
nutrients	Nutrients are substances that are needed by living things to grow and survive. Most plants gather nutrients from the soil using their roots .
pistil	The pistil is the female part of the flower that includes the stigma, style and ovary. The stigma collects pollen. The style connects the stigma to the ovary. The ovary contains ovules, which develop into seeds after they have been fertilised .

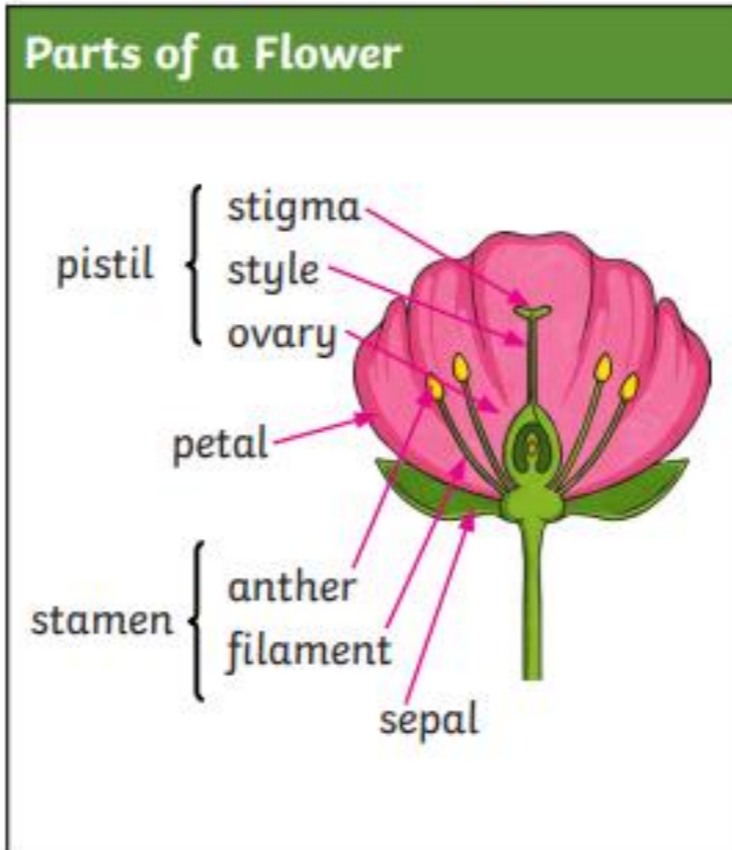
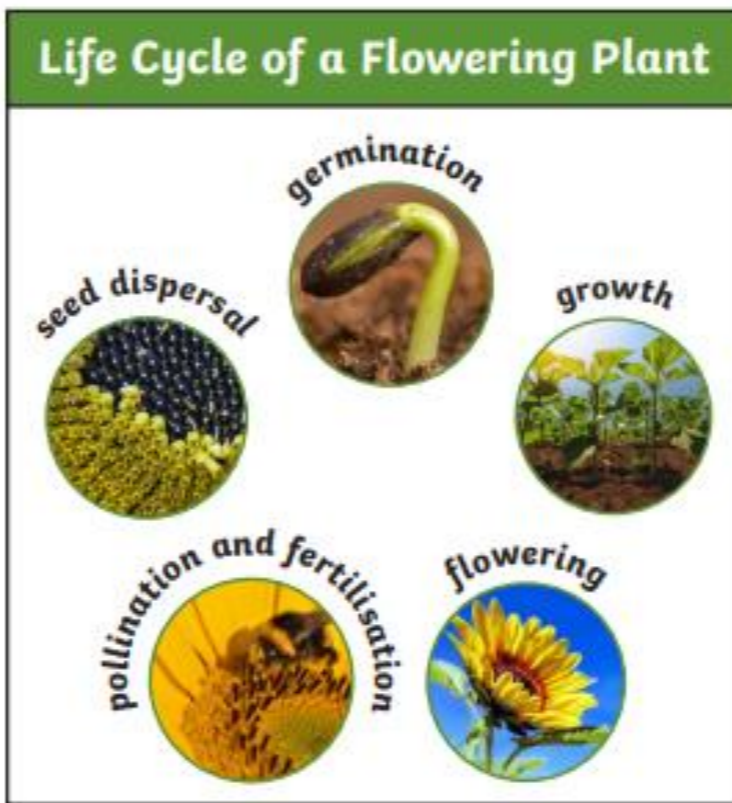
Parts of a Plant



What Does a Plant Need to Grow?

water 	light 	air 
space 	nutrients 	temperature 

Key Vocabulary	
pollination	Pollination is the process whereby pollen (a fine powdery substance produced by a flowering plant's anther) is moved to a flower's stigma.
pollinator	A pollinator is an animal that carries pollen between flowers . Examples include insects, birds and bats.
roots	Roots are the part of a plant that anchor the plant into the ground and absorb water, air and nutrients .
seed	A seed is a small, fertilised ovule of a plant that, when in the right conditions, can grow into a new plant.
seed dispersal	Seed dispersal is the method of moving seeds away from the parent plant so the seeds have the best chance of survival.
stamen	The stamen is the male part of the flower that includes the anther and the filament. The filament supports the anther. The anther produces pollen.
stem	A stem is the central part of a plant, which supports it and carries water and nutrients around it.



Seed Dispersal

Plants disperse their seeds in a variety of ways.

wind

water

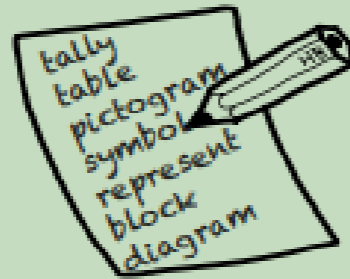
animal (carrying)

animal (eating)

bursting

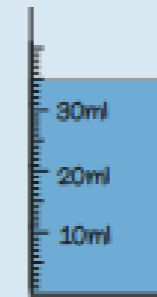
Pet	total
dogs	6
cats	4
mice	5
rabbits	1

6 people own dogs

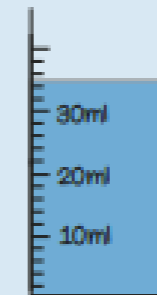


Pet	tally	total
cheese		10
egg		20
ham		15
salad		5

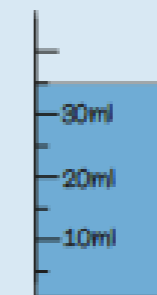
Year 2 Term 5



If there are 10 steps to increase by 10 then the scale is going up in 1s.



If there are 5 steps to increase by 10 then the scale goes up in 2s.



If there are 2 steps to increase by 10 then the scale goes up in 5s.



1 litre > 5 millilitres

The bottle has a greater capacity than the teaspoon

dogs	▲▲▲▲▲▲
cats	▲▲▲▲
mice	▲▲▲▲▲
rabbits	▲

▲ = 1 person

6 people own dogs.

16 people were asked in total.

cheese	●●
egg	●●●●
ham	●●●
salad	●

● = 5 people

15 people like ham the best.

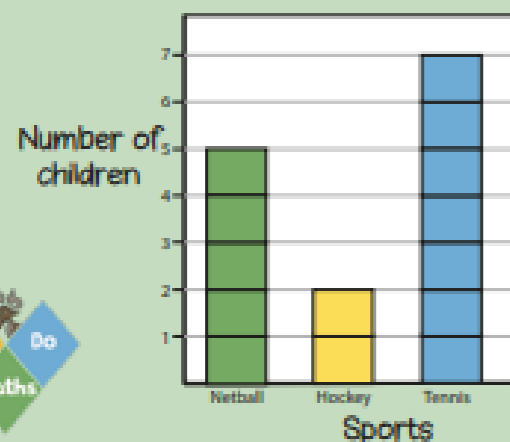
50 people were asked in total.

dogs	■ ■ ■
cats	■ ■
mice	■ ■ ■
rabbits	■

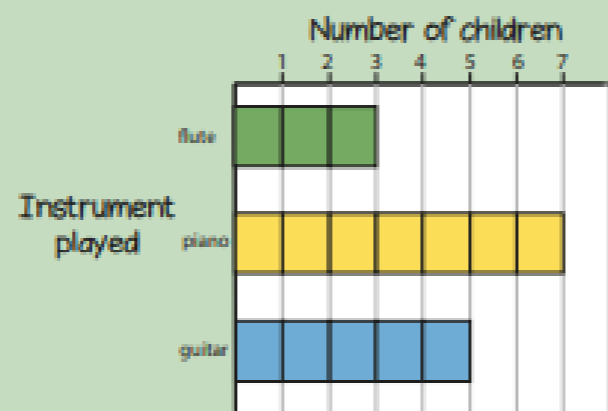
■ = 2 people

cheese	★
egg	★ ★
ham	★ ★
salad	★

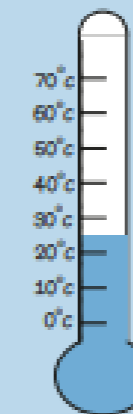
★ = 10 people



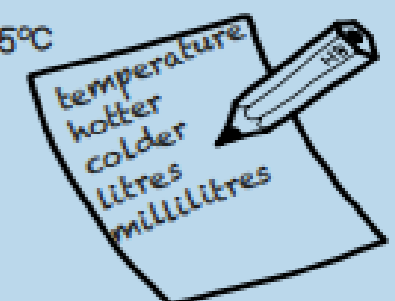
7 children play tennis



7 children play piano



25°C is hotter than 20°C
so
20°C is colder than 25°C



Knowledge Organiser: Athletics Y2



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Pupils should be taught to master basic movements including running, jumping, throwing as well as developing balance, agility and co-ordination.

Key Skills: Physical

- Running at different speeds
- Jumping for distance
- Jumping for height
- Throwing for distance



Key Skills: S.E.T

- Social: Working safely
- Social: Collaborating with others
- Emotional: Working independently
- Emotional: Determination
- Thinking: Observing and providing feedback
- Thinking: Exploring ideas

Official Athletic Events

Running

- Sprinting**
100m, 200m, 400m
- Hurdles Relay**
- Middle distance**
800m, 1500m
- Long distance**
5,000, 10,000
- Steeplechase**

Jumping

- Long jump**
Jump for distance
- Triple jump**
Jump for distance
- High jump**
Jump for height
- Pole vault**
Jump for height

Throwing

- Discus**
Fling throw
- Shot**
Push throw
- Hammer**
Fling throw
- Javelin**
Pull throw

Key Vocabulary:

speed • **jog** • **sprint** • **pace** • **balance**
direction • **take off** • **landing** • **swing**
height • **distance** • **overarm** • **underarm**

Teacher Glossary

Pace: the speed at which a performer runs

Agility: the ability to change direction quickly and easily

Jump: take off and land on two feet

Hop: take off on one foot and land on the same foot

Co-ordination: to move different body parts at the same time



Knowledge Organiser: Net and Wall Games Year 2



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.

Key Skills: Physical

- Throwing
- Catching
- Hitting a ball
- Racket skills
- Ready position

Key Skills: S.E.T

- Social: support
- Social: co-operation
- Social: respect
- Social: communication
- Emotional: perseverance
- Emotional: honesty

Key principles of net and wall games

Attacking	Defending
Score points	Limit points
Create space	Deny space
Placement of an object	Consistently return an object

- Thinking: decision making
- Thinking: reflection
- Thinking: comprehension
- Thinking: selecting and applying

Examples of Net and Wall Games

Tennis

Badminton

Volleyball

Key Vocabulary:

Year 2

- receive
- opponent
- quickly
- trap
- defend
- return
- collect
- against

Teacher Glossary

Trap: To stop or trap a rolled ball on the floor using a tennis racket

Ready position: Feet shoulder width apart, knees bent, used to be able to move to the ball quickly

Y2 PSHE Jigsaw Knowledge Organiser Relationships

Puzzle Outcomes

- To identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.
- To accept that everyone's family is different and understand that most people value their family.
- To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.
- To know which types of physical contact I like and don't like and be able to talk about this.
- To identify some of the things that cause conflict with my friends.
- To use the positive problem-solving technique to resolve conflicts with my friends.
- To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.
- To know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.
- To recognise and appreciate people who can help me in my family, my school and my community.
- To understand how it feels to trust someone.
- To express my appreciation for the people in my special relationships.
- To be comfortable accepting appreciation from others.

Weekly Celebrations

- Week 1 - Know how to make friends.
- Week 2 - Try to solve friendship problems when they occur.
- Week 3 - Help others to feel part of a group.
- Week 4 - Show respect in how they treat others.
- Week 5 - Know how to help themselves and others when they feel upset and hurt.
- Week 6 - Know and show what makes a good relationship.

Relationships at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, it is important that we follow our motto, 'Working together, playing together.' We learn how to establish good friendships and relationships with others.



Our Values of the term:

Responsibility & Thoughtfulness



Key Vocabulary

Family	A family is two or more people who are connected by biology, adoption, marriage, or strong emotional bonds.
Relationship	Being related or connected.
Co-operate	Working together to get something done.
Physical contact	To touch.
Acceptable	Satisfactory or welcome.
Unacceptable	Not pleasing or welcome.
Conflict	A struggle between people or disagreements.
Secret	Something kept or planned to be kept from others' knowledge.
Trust	A person or thing in which confidence is placed.